



# arQus

European University Alliance

## Arqus English Style Guide

November 2024



Co-funded by  
the European Union

@ArqusAlliance





**Prepared by:**

Plurilingual and Intercultural Hub (WG11) members from the partner universities in Arqus II.

This work is licensed via CC BY NC ND.

Arqus European University Alliance

© November 2024

# Arqus English Style Guide

The *Arqus English Style Guide* is intended primarily for authors writing English texts and translating texts into English for central publication by the Arqus European University Alliance and on the Arqus website. It was developed by Working Group 11 Plurilingual and Intercultural Hub and is designed to help improve the quality and consistency of texts written for an international audience within the context of the Arqus Alliance.

The *Arqus English Style Guide* is based on British English guidelines as described in the *New Oxford Style Manual* as well as on existing style guides such as the University of Granada's *English Style Guide* and Leipzig University's *English House Style*. It is divided into three main parts: the first part focuses on general characteristics of British English and clear and idiomatic writing, the second part is a quick guide for writing news items and the third part looks at a number of specific issues and can be used as a reference guide. We would encourage you to read through the entire style guide and then to use it as a handy reference when questions come up.

We want to ensure that the information and texts produced in the Arqus Alliance are as clear, reader-friendly and accessible as possible and believe that having a common English style guide for the Alliance is a first step to achieving this goal. It is, however, work in progress. If you have any questions or constructive feedback, please contact us at [plurilinguism@arqus-alliance.eu](mailto:plurilinguism@arqus-alliance.eu).

The Arqus Terminological Database includes many key terms that you will need when writing Arqus texts. It currently has four terminology collections and seven languages. Go here to search the database: [arqusterm.ugr.es](http://arqusterm.ugr.es)

Useful references include Oxford dictionaries and the *New Oxford Style Manual*. A free online dictionary is available at [oxfordlearnersdictionaries.com](http://oxfordlearnersdictionaries.com).

Last updated: 20 November 2024



# Table of contents

<b>Part I: British English and clear writing</b>	<b>06</b>
Open punctuation	06
Hyphenation	06
Spelling patterns	06
Preferred grammar constructions	07
Terminology	07
Other punctuation	07
Inclusive and gender-neutral writing	08
Clear writing	09
Working with DeepL and generative AI	12
<b>Part II: Quick guide for writing news items</b>	<b>14</b>
Capitalisation of headlines	14
Date format	14
Times	14
Names of conferences and other events	15
Names of workshop or seminar series and working groups	16
Names of individual workshops, talks and seminars	16
Quotation marks	16
Ampersands	16
<b>Part III: Reference guide</b>	<b>17</b>
Abbreviations	17
Translations of laws	17
Plurals	17
No full stops or spaces	18
Full stops and spaces	18
The word <i>professor</i>	18
The abbreviations <i>e.g.</i> and <i>i.e.</i>	19
Abbreviations for page numbers	19
Contractions	19
Truncations	19
Abbreviated units of measurement	19
Ampersands	20
Academic degrees	20
Capitalisation	20
Academic and job titles	20
The Alliance	21
Less is more	21
General rules	22
Headings	23
Cross-references in texts	23
In bullet points	23
Publications	25
Geographical names and political divisions	25
Degree programmes, courses and subject areas	26





**Citation style** ..... 27

**APA style** ..... 27

**Dates** ..... 27

**Date format** ..... 27

**Abbreviating months** ..... 28

**Exceptions** ..... 28

**Days with dates** ..... 28

**Numbers** ..... 28

**Cardinal numbers** ..... 29

**Ordinal numbers** ..... 29

**Numerical ranges** ..... 29

**Telephone and fax numbers** ..... 30

**Punctuation** ..... 30

**Full stops** ..... 30

**Commas** ..... 31

**Serial commas** ..... 32

**Dashes to emphasise information** ..... 32

**Dashes for ranges of time and numbers** ..... 32

**Semicolons** ..... 32

**Colons** ..... 33

**Quotation marks and apostrophes** ..... 33

**When not to use quotation marks** ..... 34

**Hyphenation** ..... 34

**Forward slashes** ..... 34

**Symbols** ..... 35

**Units of currency** ..... 35

**Ampersands** ..... 35

**Unique characters** ..... 35

**Terms** ..... 36

**Arqus European University Alliance** ..... 36

**Terms for academic staff** ..... 36

**Terms related to degree programmes** ..... 36

**Names of organisations and companies** ..... 36

**Laws** ..... 37

**Unofficial translations** ..... 38

**Times** ..... 38

**12-hour clock** ..... 38

**Noon and midnight** ..... 38

**24-hour clock** ..... 39

**Typography** ..... 39

**Italics** ..... 39

**Resources** ..... 41

# Part I: British English and clear writing



The Arqus Alliance uses British English. British English has several general characteristics such as open punctuation, more hyphenation, standard spelling patterns and preferred grammar constructions. Please use the list below to ensure you are following British English guidelines. If a British English convention is generally not used outside the British context, we will provide other, more common guidelines (e.g. *9:15 am* and not *9.15am*). For specific spelling and hyphenation questions, check one of the Oxford dictionaries.

The **Oxford Learner's Dictionary** is available online without a subscription or you can usually access the Oxford English Dictionary (OED) via your university's library system.

## Open punctuation

No full stops after academic titles, no serial commas unless required to avoid confusion and no commas after *e.g.* and *i.e.*

✓ Dr Smith, Ms Johnson and Mr Müller

✓ Leipzig, Maynooth and Vilnius

✗ Dr. Smith, Mrs. Johnson and Mr. Müller

✗ Leipzig, Maynooth, and Vilnius

✓ (e.g. databases and web tools)

✗ (e.g., databases, web tools)

## Hyphenation

British English uses more hyphenation than American English. But always check the dictionary.

✓ non-academic, non-discriminatory, non-formal and socio-demographic

✗ nonacademic, nondiscriminatory, nonformal and sociodemographic

## Spelling patterns

British English tends to use double consonants (travelled) and the following spelling combinations: *-our*, *-ise*, *-ce*, *-re*, *-ogue* and *-amme*. When editing Arqus texts, use a global search to check for consistency (Ctrl + F). **Note:** *per cent* is spelled as two words.

✓ catalogue, centre, colour, defence, organise, programme, practise (verb), per cent

✗ catalog, center, color, defense, organize, program, practice (verb), percent



## Preferred grammar constructions

---

There are certain grammar constructions that are typical of British English.

✓ dreamt (past tense), in hospital, at the weekend, enrol on the course

✗ dreamed (past tense), in the hospital, on the weekend, enrol in the course

## Terminology

---

There are certain terms that are typical of British English. Here is a list of terms to check for within the Arqus and university context.

✓ autumn, trainee, hall of residence or residence hall

✗ fall, intern, dormitory

## Other punctuation

---

There are other characteristics of punctuation that are typical of British English. For example, British English uses en dashes with spaces to emphasise text. The en dash is the length of an N on a typewriter and can be made using the keyboard shortcut ALT + 0150.

✓ Students are at the heart of the Alliance's activities – their participation and engagement is promoted in multiple ways. [en dash]

✗ Students are at the heart of the Alliance's activities - their participation and engagement is promoted in multiple ways. [hyphen]

✗ Students are at the heart of the Alliance's activities — their participation and engagement is promoted in multiple ways. [em dash]

✗ Students are at the heart of the Alliance's activities— their participation and engagement is promoted in multiple ways. [em dash without spaces]



## Inclusive and gender-neutral writing

### Inclusive language

Do not use the expressions *the disabled* or *disabled people*. Instead, use expressions such as *people with disabilities*.

✓ Arqus strives to ensure that people with disabilities can access buildings and facilities used for conferences.

✗ Arqus strives to ensure that disabled people can access buildings and facilities used for conferences.

Avoid medical labels (e.g. *deaf man*) and verbs and nouns such as *to suffer from* or *victim*. Use more positive language so as not to reinforce stereotypes.

### Cultural diversity

Avoid making distinctions of cultures and tradition unless it is strictly necessary for the purpose or context of your writing. When appropriate, refer to an individual's country of origin instead. Avoid using terms such as *immigrant(s)* or *asylum seeker(s)*, except in appropriate and specific contexts. The German term *Migrationshintergrund* should be translated as *people with an immigration background*.

### Gender-neutral language

- Use *they* instead of *he* or *she* to refer to a person/people whose gender is not mentioned or not known. And also use *they* if the person has specifically requested this pronoun.

✓ If a student needs some information, they should check the website.

✓ The applicant should make sure their documents are complete.

✗ If a student needs some information, he should check the website.

- When appropriate, you can also use the plural form.

✓ If students need information, they should check the website.

✓ Students must adhere to the honour code when submitting their work.

- Or leave out the pronoun.

✓ The spokesperson expressed sincere gratitude.

✗ The spokesperson expressed his/her sincere gratitude.





- Where possible, avoid the use of gender marking in job titles.

✓ humanity/people, chair, spokesperson, firefighter

✗ men/mankind, chairman, chairwoman, spokesman, spokeswoman, fireman, firewoman

## Clear writing

English is generally considered to be a writer-responsible language, which means that the writer has the responsibility to make sure that the text reads well and that the reader will be able to read it smoothly without having to re-read phrases or sentences in order to understand the meaning. This contrasts with some other languages in which the responsibility for understanding and processing the text is placed on the reader (i.e. reader-responsible languages). Knowing that this is the case, writers need to have writing strategies and principles that they can draw on to help them make well-informed choices throughout the writing process. Here is a list of ten writing guidelines that we hope you will find helpful:

1. **Don't be afraid to break up long sentences** into shorter, more easily digestible ones. Your readers will thank you for it. On average, English sentences should contain 1–3 messages.
2. **Favour the subject–verb–object sentence structure.** It may seem boring, but it will improve the quality of your writing. If you have something between the subject and verb or the verb and the object (a “disturbing middle element”), move this word or phrase to another place (usually the front or the back of the sentence) in order to retain the S-V-O structure.

✓ Europe invests in education to improve future opportunities.

✗ Europe, to improve future opportunities, invests in education.

3. **Reduce the number of phrases and “bits”.** If you start your sentence with an introductory phrase, follow it with the main part and end with a tag phrase, your sentence will have two phrases and the main sentence (i.e. 3 “bits”). Try removing either the introductory or tag phrase so that your sentence only has two main parts. Likewise, if you have several inserter phrases (e.g. relative clauses), you are also adding “bits”. To make your sentence read better, simply reduce the number of nested sentences or “bits”.

✓✓ Europe has a tradition of fostering scientific innovation, and getting a research position often involves relying on short-term contracts rather than permanent positions. (2 bits)

✓ In Europe, which has a tradition of fostering scientific innovation, getting a research position often involves relying on short-term contracts rather than permanent positions. (3 bits)

✗ In Europe, which has a tradition of fostering scientific innovation, in order to get a research position one often has to rely on short-term contracts rather than permanent positions. (4 bits)

**4. Use lots of verbs and active voice.** English texts tend to have a more verbal style than other languages, where nominalisation is more common. The verb should act as a balancing point for your sentence and shouldn't usually be placed further back than the third position (think of a see-saw). When possible, the active subject should be at the beginning of the sentence. It should be clear to the reader "who is doing what" or, as Helen Sword puts it in her book *Stylish Academic Writing*, "who is kicking whom".

✓ We have reached the number of required participants outlined in the proposal – for both students and staff.

✗ The number of required participants, both students and staff, in activities outlined in the proposal has been reached.

✓ Our first endeavour is to create a comprehensive online platform.

✗ The first endeavour is the creation of a comprehensive online platform.

**5. Place the most important information at the end of your sentence.** The most important information, which is usually the new information, comes at the end of English sentences. English sentences therefore follow the principle of old-to-new information flow. Adverbs (e.g. *usually* or *significantly*) don't tend to come at the end of the sentence because they are generally not the most important information.

✓ We highly appreciate that the aim of the new procedure is to reduce bureaucracy.

✗ The aim to reduce bureaucracy through a new procedure is highly appreciated.

**6. Take it easy on the -ing's.** If you can grammatically use either an *-ing* construction or the simple form of the verb, choose the latter. The simple form of the verb will sound stronger, and it will be easier for the reader to process the information that follows. And if the information at the end of your sentence is just as important as the information that came before, don't use an *-ing* phrase. Instead, connect the two parts with an *and* (means equals) and use two simple forms of the verb.

✓ I **look** forward to hearing from you.

✗ I am looking forward to hearing from you.

✓ The Arqus Alliance **has made** great progress in facilitating student and researcher mobilities **and has strengthened** its position as a prominent European university network.

✗ The Arqus Alliance **has been making** great progress in facilitating student and researcher mobilities, **strengthening** its position as a prominent European university network.



**7. Repeat keywords.** If you are talking about a specific noun (person, place or thing), simply repeat this noun throughout the paragraph or section. Don't worry if you use the noun multiple times (even ten times in a longer paragraph). Repeating the noun will help ensure clarity and create coherence so that your paragraph will read smoothly. You can also alternate between the keyword and a pronoun.

✓ A paragraph that repeats the keyword *researcher* several times.

✗ A paragraph that uses the keyword *researcher* along with the synonyms *investigator* and *scientist* (This is confusing. Are there three people here?)

**8. Don't repeat verbs, function words or grammatical structures too often.** It is best to give verbs, function words (as opposed to keywords) and grammatical structures their space and not to repeat them too often. If, for example, you use a function word like *however*, then use *although*, *but* and *in contrast* before you come back around to *however* again. The same goes for verbs and grammatical structures. Use a variety of verbs and switch up the grammatical structures you are using.

**9. Avoid vague expressions.** As English is considered to be a writer-responsible language, you don't want the reader to have to do any extra work. For this reason, avoid expressions such as *etc.* and *and so on* that require the reader to stop and wonder what you mean and to fill in the blanks. Instead, use expressions like *for example*, *such as* or *including*, or use an umbrella term.

✓ (e.g. seminars and conferences)

✗ (seminars, conferences etc.)

✗ (e.g. seminars, conferences etc.)

✓ Evaluation methods are set by the lecturer and may include evaluating a presentation, project, paper or other form of coursework.

✗ Evaluation methods are set by the lecturer and may include evaluating a presentation, project, paper, etc.

**10. Know your linking words:** The linking words *therefore* and *however* are more common in the middle position (notice comma usage in the examples), and the linking words *thus* and *hence* are quite formal. Use the latter two sparingly or not at all, especially for texts that will be published online.

✓ We are therefore highly interested in supporting the initiative to implement Communities of Practice.

✓ We are, however, not interested in making the procedure more complicated than necessary.

✗ Thus, we are highly interested in supporting the initiative to implement Communities of Practice.

## Working with DeepL and generative AI

In many ways, we are very fortunate to have access to machine translation and generative AI tools. These tools help level the playing field and provide academic and non-academic staff with resources to improve the quality of their writing.

You may find the following tools to be very helpful in producing and editing text: [deepl.com/translator](https://www.deepl.com/translator), [deepl.com/write](https://www.deepl.com/write), [grammarly.com](https://www.grammarly.com), [quillbot.com](https://www.quillbot.com), [paperpal.com](https://www.paperpal.com) and [chatgpt.com](https://www.chatgpt.com).

By the time you read through this style guide, it is likely that several new tools will be available. However, these are only tools and you need to be aware of the pitfalls to watch out for. And you need to have strategies in your toolbox that will allow you to decide which suggestions to take and which best not to take.

### Things to watch out for when using DeepL Translate

1. Short words, phrases, or sentences are sometimes left out or DeepL adds its own completions.
2. It sometimes mixes up the clauses and matches them with the wrong subject.
3. It translates nouns differently throughout the text because it doesn't see the text as a whole. But it's important to repeat key nouns (keywords) in English. See the section *Repeat keywords* above.
4. It translates proper nouns incorrectly and inconsistently. These need to be looked up.
5. It doesn't recognise quotes and just produces its own translation. These need to be looked up too.
6. It can't deal with historical language.
7. The free version doesn't follow common data protection guidelines (be careful with internal information, research results, and patent applications; remove personal data before using).
8. In many cases, it doesn't recognise specialised terminology.
9. It has to guess if there are multiple possibilities and it often follows stereotypes, for example, for *teacher* into German, it will usually choose *Lehrerin* (a female teacher) for elementary school teachers and *Lehrer* (a male teacher) for higher-level schools.
10. It translates nominally and literally. And the translation may then sound more like translated German or translated Spanish and not like idiomatic English.
11. It doesn't always mark indirect speech when translating into English.
12. It can't look anything up. It only translates.



## You get so many options and alternatives. How do you choose?

1. Use a monolingual dictionary. Check the dictionary to see if the definition of the word corresponds to the meaning that you want to convey.
2. Do a Google search in a specific domain to check that the suggestion is idiomatic and frequently used on monolingual English websites:
  - **Search all of the universities in the US:** "term or phrase" keyword site:edu
  - **Search all of the universities in the UK:** "term or phrase" keyword site:ac.uk
  - For example: "a firm companion" smartphone site:edu (128 hits) vs "a constant companion" smartphone site:edu (194,000 hits)

*To see the number of hits, you now have to click on the Tools button which is located under the search bar on the right side.*

- **Reflect: what types of results do you get? What is the frequency?** If you get thousands of hits, the term or phrase is likely a good choice. If you only get a few hits and some of these are foreign websites that snuck in, go back to the AI tool or your bilingual dictionary and find another term or phrase to try out.
  - **Try using the asterisk to get more suggestions:** "a \* companion" smartphone site:edu
3. Search frequency on corpora. To do so, go to [english-corpora.org](https://english-corpora.org). This website offers about 20 major corpora – including the British National Corpora and the Corpus of Contemporary American English – and you can do up to 20 searches per day free of charge. If you would like to take an online course (duration: 1 hr 15 min) to learn how to use the site, go here: [uni-bamberg.de/en/korplus/](https://uni-bamberg.de/en/korplus/). The inscription keyword is KorPlus.

Using terms or phrases that match the meaning you want to convey and are used with a high frequency on monolingual English websites will make your writing sound more natural and idiomatic.

# Part II: Quick guide for writing news items



## Capitalisation of headlines

For the titles of news items, you only need to capitalise the first letter, proper nouns and any letter following a full stop, question mark or exclamation mark. You do not need to capitalise the first letter after a colon.

✓ Join the Arqus Alumni Talks and listen to career challenges and experiences from the alumni perspective

✗ Join the Arqus Alumni Talks and Listen to Career Challenges and Experiences from the Alumni Perspective

## Date format

To avoid confusion, use the following date format where possible. Do not use ordinal numbers like *1<sup>st</sup>*, *2<sup>nd</sup>* or *5<sup>th</sup>*. Even though you read the numbers as ordinal numbers, they should be written without the addition of *-st*, *-nd* or *-th*. The only exception to this is if only the number is included. Then it is correct to write *the 2nd* (not superscripted).

✓ 2 August 2023

✓ 2 August

✓ the 2nd

✗ 2<sup>nd</sup> August 2013

✗ August 2<sup>nd</sup> 2023

✗ 02/08/23

✗ 8/2/23

## Times

This section includes information about both the 12-hour and 24-hour clock formats. The Arqus Communications team uses the 24-hour clock format and if you are sending them news items it would be best to already use this format. However, if your university prefers the 12-hour clock and you are publishing information about Arqus locally, feel free to use this format. The main thing is to be consistent.

It is very important to always specify the time zone since many activities are organised by Maynooth, Minho and Vilnius and the time zone there differs from the other countries where the Arqus Universities are located. A common error is to write CET when we are in summertime. Remember to use the correct time code: Central European Time (CET) for the winter period and Central European Summer Time (CEST) for the summer period. The same would apply for Portugal and Ireland: Western European (Summer) Time (WET/WEST) and Lithuania: Eastern European (Summer) Time (EET/EEST).





## 12-hour clock

Use the twelve-hour clock (with *am* and *pm*), with a colon between the hours and minutes and a space after the minutes. Do not use leading zeroes (*09:00*) or include *:00* for full hours. Please also include the time zone after the time. Be careful not to combine this format with the 24-hour clock.

✓ The building opens at 9 am (CET).      ✓ The seminar starts at 11:15 am and ends at 12:45 pm (CET).

✓ 9 am–1 pm (CET)

✓ 1–4 pm (CET)

✗ 13.45pm

✗ 04:00 pm

✗ 4:00 pm

## Noon and midnight

*12:00 am* means midnight. *12:00 pm* means midday. As this can be confusing, write *12 noon* for midday.

## 24-hour clock

Use the 24-hour clock with a colon between the hours and minutes and a space after the minutes. The 24-hour clock always uses four digits, so for any time before 10:00 a zero is placed at the beginning. For ranges of time, use the en dash without spaces (ALT + 0150). Please also include the time zone after the time. Be careful not to combine this format with the 12-hour clock.

✓ The seminar starts at 13:00 CET.

✓ The seminar starts at 08:15 and ends at 09:45 CET.

✓ 13:00–16:45 CET

✗ The seminar starts at 13:00. [lack of time zone]

✗ The seminar starts at 8:15 and ends at 9:45 CET. [lack of preceding zeros]

✗ 13:00 - 16:45 CET [extra spaces and hyphen instead of en dash]

✗ 14:00 pm [combining 24-hour clock with *am* or *pm*]

## Names of conferences and other events

The names of conferences and other events should be capitalised and **not** placed in quotation marks. The first and last word should be capitalised as should all principal words. You do not need to capitalise conjunctions, **articles** or **prepositions** (you can remember this using the mnemonic device **CAP**).

✓ Granada selected to host the EUSA European Universities Games in 2030

✗ Granada selected to host the EUSA European universities games in 2030

✗ Granada selected to host the "EUSA European Universities Games" in 2030

## Names of workshop or seminar series and working groups

Likewise, the names of workshop or seminar series and working groups should only be capitalised and **not** placed in quotation marks.

✓ 9 Months, 9 Universities seminar series

✗ "9 Months, 9 Universities" seminar series

✓ The Style Guide was developed by Working Group 11 Plurilingual and Intercultural Hub.

✗ The Style Guide was developed by Working Group 11 "Plurilingual and Intercultural Hub".

## Names of individual workshops, talks and seminars

However, the names of individual workshops, talks and seminars should be capitalised and placed in quotation marks.

✓ The third webinar in the series is titled "Drama Activities for Intercultural Dialogue and Inclusion".

✗ The third webinar in the series is titled Drama activities for intercultural dialogue and inclusion.

## Quotation marks

In general, use quotation marks sparingly. Text in bold or a hyperlink is enough to emphasise text. Quotation marks are generally used in English to convey irony. There are a few other uses such as quoting text, for a work within a work such as a journal article or a book chapter or for the names of individual workshops, talks and seminars. However, in general, quotation marks are not used in English where they would be in other languages. In German, for example, all of the nouns are already capitalised, and quotation marks are often used to make proper nouns stand out.

✓ April is Earth Month and is a time to celebrate and take action to protect our planet.

✗ April is "Earth Month" and is a time to celebrate and take action to protect our planet. [sounds like irony is being conveyed: the so-called "Earth Month"]

## Ampersands

Do not use the ampersand symbol (&) unless absolutely necessary – even if texts in other languages use it. Ampersands are generally reserved for company names and some advertising purposes.

✓ Data and socio-economic information was also collected.

✗ Data & socio-economic information was also collected.

# Part III: Reference guide



## Abbreviations

### Translations of laws

- When referring to a law that has an official translation, capitalise its name and follow this with the standard abbreviation used in the original language (e.g. German or Spanish) in parentheses. If the term appears again in the same text, use the abbreviation only.

✓ General Act on Equal Treatment (AGG)

- If there is no official translation available, lowercase your translation and follow with the name of the law in the original language and the standard abbreviation in parentheses. If the term appears again in the same text, use the abbreviation only. The use of lowercase indicates to the reader that the translation is not official.

✓ Saxon freedom of higher education act (Sächsisches Hochschulfreiheitsgesetz, SächsHSFG)

**The important point here is that the reader should be able to find the law online by searching either for the official translation or the name of the law in the original language.**

### Plurals

Do not use an apostrophe with plural abbreviations:

✓ ATMs, GRKs, SFBs and the 1970s

✗ ATM's, GRK's, SFB's and the 1970's

## No full stops or spaces

- Do not use full stops with either acronyms or initialisms:

✓ the US, the EU

✗ the U.S., the E.U.

- Do not add a full stop after contractions such as *Dr* or *Ms* and use *Ms* instead of *Mrs*. Contractions are formed when the middle of the word is omitted.

✓ Dr Smith, Ms Johnson, Mr Müller

✗ Dr. Smith, Mrs. Johnson, Mr. Müller

- Use neither full stops nor spaces when abbreviating academic degrees.

✓ I am currently enrolled on a BA programme at Leipzig University.

✗ I am currently enrolled on a B.A. programme at Leipzig University.

✓ Joanne Bloggs, MSc, will be giving a lecture.

✗ Joanne Bloggs, M Sc, will be giving a lecture.

## Full stops and spaces

- When the initials for a person's name are used, use full stops and spaces.

✓ J. R. R. Tolkien

- When a person has a compound first name, include both initials.

✓ M. J. for María José

## The word *professor*

Do not abbreviate the word *professor* in flow text.

✓ The event was attended by Professor Schmidt, president of the University.

✗ The event was attended by Prof. Schmidt, President of the University.

## The abbreviations *e.g.* and *i.e.*

British English has a more open punctuation style. Do not add an extra comma after the abbreviations *e.g.* and *i.e.* and use these abbreviations within parentheses.

✓ The EU recommends that Europeans speak at least three languages (*e.g.* German, French and English).

✗ The EU recommends that Europeans speak at least three languages, *e.g.*, German, French and English.

If you prefer not to use the abbreviation *e.g.* or *i.e.* in parentheses, which is usually done for examples and things of lesser importance, then write out the full form in flow text with commas on both sides.

✓ The EU recommends that Europeans speak at least three languages, for example, German, French and English.

✓ The EU recommends that Europeans speak at least three languages, that is, your native language plus two additional languages.

## Abbreviations for page numbers

Use the abbreviation *p.* for one page or *pp.* for multiple pages. Both should be followed by a full stop. If you have a range of numbers, use an en dash with no spaces. See the Punctuation section.

✓ pp. 130–170

✗ p 130-170

## Contractions

Colloquial contractions such as *didn't* and *can't* should not be used in very formal texts such as calls for applications. However, they can be used in news articles, social media posts and the like. Using the spelt-out form can sound pedantic.

## Truncations

Truncations are formed when the end of the word is omitted. Lesser-used truncations should have a full stop at the end for clarity, for example, *vol.* (volume) and *Feb.* (February).

## Abbreviated units of measurement

Do not use full stops for units of measurement that are abbreviated and separate these from the number with a space. Please note that hour is abbreviated as *hr* (not *h*).

✓ 12 km, 12 km run, 1 hr class

✗ 12km, 12km run, 1hr class

## Ampersands

Do not use ampersands unless they are part of the official name/title of a book, company or organisation (Exception: *Q&A*).

✓ teaching and innovation

✗ teaching & innovation

## Academic degrees

Use neither full stops nor spaces when abbreviating academic degrees.

✓ I am currently enrolled on a BA programme at Leipzig University.

✗ I am currently enrolled on a B.A. programme at Leipzig University.

✓ Joanne Bloggs, MSc, will be giving a lecture.

✗ Joanne Bloggs, M Sc, will be giving a lecture.

## Capitalisation

---

### Academic and job titles

- Capitalise academic titles like *professor* if they are part of the name and you would address the person with their title; otherwise, use lower case.

✓ The event was attended by Professor Mapelli, rector of the University.

✗ The event was attended by professor Mapelli, rector of the University.

✓ In fact, Rector Eva Inés Oberfell has been at Leipzig University since 2022.

✓ The rector at Leipzig University has been there since 2022.

✗ The Rector at Leipzig University has been there since 2022.





- For reasons of consistency, use *Professor* or *Dr* instead of longer academic titles. The term *professor* can be used for individuals who have achieved the highest academic rank (e.g. *catedrático/a* or *Prof. Dr.*) and the term *Dr* for those who have completed their doctoral dissertation (e.g. post-docs or junior professors).

✓ Professor Eva Inés Obergfell

✗ Prof. Dr. Eva Inés Obergfell

✓ Dr Schmidt is interested in participating in the Arqus Alliance.

✗ Dr. Jr. Prof. Schmidt is interested in participating in the Arqus Alliance.

**Please note:** If you would rather have your longer academic title used in English, we kindly ask you to contact us by email: [comms-office@arqus-alliance.eu](mailto:comms-office@arqus-alliance.eu).

- If a job title appears in a stand-alone context (e.g. business cards, contact boxes or at the bottom of a letter or email), capitalise.

✓ Ana Regueiro  
Arqus Officer  
Av. de Madrid, Beiro  
18012 Granada, Spain

## The Alliance

- When referring to the Arqus Alliance, begin the word *Alliance* with a capital letter.

✓ The Alliance is currently in its second funding period.

- However, do not capitalise this word when writing *our alliance* or when using *alliance* as an adjective (e.g. *alliance funding*).

## Less is more

- Use a capital letter only if necessary.
- Capital letters or all caps should not be used for emphasis.
- If writing in the plural form or in a general and non-specific way (i.e. with common nouns), then use lower case.

✓ In total, the UGR has 22 faculties and four schools.

✗ In total, the UGR has 22 Faculties and four Schools.

## General rules

- Proper nouns (people, places and organisations) and titles, however, are normally capitalised.

✓ the Department of Inorganic Chemistry

✓ the Faculty of Law

- Begin proper nouns, days of the week, months, historical periods, festivals and holidays with a capital letter.

✓ International Centre, Faculty of Law, Common European Framework of Reference for Languages

✓ Tuesday, March

✓ Middle Ages, First World War

✓ Christmas Eve, New Year's Day, Ramadan

- Names of programmes, policies, agendas, strategies, action plans, projects, agreements, conferences and seminar series are all proper nouns and should also be capitalised. No quotation marks are needed as these are used in English to convey irony. Capitalising is enough to have the information stand out.

✓ Arqus Language Policy

✓ Network of Language Centre Directors

✓ 9 Months, 9 Universities seminar series

- Capitalise semesters only when they refer to a specific semester.

✓ summer semester

✓ Summer Semester 2024

✗ Summer Semester

✗ summer semester 2024

## Headings

Use sentence case for **headlines, web page headings and in documents**, capitalising only the first word and any other words that normally require a capital letter (e.g. proper nouns).

✓ International degree programmes at Vilnius University

✗ International Degree Programmes at Vilnius University

✓ High demand for language courses among prospective students from Ukraine

✗ High Demand for Language Courses Among Prospective Students from Ukraine

## Cross-references in texts

When making references to other chapters, tables or figures within a text, capitalise the specific chapters, tables or figures you are referring to. However, there is no need to capitalise nouns that denote common parts of books or tables such as *column*, *footnote*, *paragraph*, *page*, *row* or *section*.

✓ See Figure 2 and Table 1.

✓ More information about the topic can be found in Chapter 2.

✗ For more information, go to chapter 2.

✓ See page 2.

✓ More information about the topic can be found in section 2.

✗ For more information, go to Section 2.

## In bullet points

- Lists are best introduced by a grammatical sentence ending in a colon. When you read the sentence aloud, you should be able to replace the colon with the word *namely* and it should make sense. Use a bold dot or an en dash (Windows: ALT + 0150) as a bullet for the start of each item in your list.

✓ Students need several things for their studies:

- books
- a computer
- money

- ✔ Students need several things for their studies such as the following:
  - books
  - a computer
  - money

- ✘ Students need several things for their studies including:
  - books
  - a computer
  - money

- If they are not full sentences, items should be in lower case and not punctuated.

- ✔ Please bring the following documents to registration:
  - a valid passport
  - your CV
  - your application form

- If items are complete sentences, punctuate accordingly using upper case.

- ✔ To apply for Erasmus+ job shadowing, you must complete the following steps:
  - Choose a university where you want to go.
  - Ask your contact at the university to send an invitation.
  - Register for Erasmus+ funding.
  - Complete the Erasmus+ mobility agreement.
  - Fill out a request to travel form.

- If items combine to make a complete sentence, punctuate accordingly by placing a semicolon after each item and ending the list with a full stop.

- ✔ Acts are legal documents that
  - are passed by parliaments;
  - regulate discrete areas within society; and
  - provide the legal framework for more detailed regulation.

- Numerical lists: Please capitalise items/sentences in numerical lists.

- ✔ Please bring the following documents with you:
  1. Passport
  2. Student ID
  3. References



## Publications

- **Book and journal titles** (and other stand-alone publications like TV shows, movies and music albums) appearing in running text should be written in italics, and the first and last words of the title, the first word of the subtitle and all principal words should be capitalised. Conjunctions (e.g. *and*, *or* and *but*), articles (e.g. *the* and *an*) and prepositions (e.g. *in* and *on*) are not capitalised.

✓ Her debut novel *Eagles and Angels* has been translated into 28 languages.

✓ They have published their findings in the renowned journal *Scientific Reports*.

✓ The book is titled *Rebirth, Reform and Resilience: Universities in Transition*.

- However, only the first word in the **title of a journal article or book chapter** should be capitalised. If there is a subtitle, the first word of the subtitle (after the colon) should also be capitalised. In addition, titles of journal articles or book chapters should be enclosed in quotation marks as they are not stand-alone publications, but instead items within publications.

✓ The journal recently published the article "Taking racism out of clinical guidelines".

✓ The journal recently published the article "Italy: Doctors' leaders criticise scrapping of medical school entrance".

## Geographical names and political divisions

- Capitalise proper nouns such as *Northern Ireland*, but use lower case when referring to geographical regions such as *southern Spain*.

✓ the Iberian Peninsula

✓ the Communist regime of East Germany

✓ He has lived in eastern Germany since 2017. [geographical area]

✗ She lives in Western France. [geographical area]

- The initial article in Spanish place names should be capitalised even if it is more common in lower case in Spanish.

✓ This Saturday we can visit some villages in the region of La Alpujarra.

## Degree programmes, courses and subject areas

### Capitalisation of degree programmes, courses and subject areas

Capitalise when referring to official names of degrees or courses, but do not capitalise degree programme descriptions or subject areas (except where words are derived from country names).

- ✓ Leipzig offers a Master of Arts in Anthropology. [specific degree]
- ✓ Leipzig offers an MA in Anthropology. [specific degree]
- ✓ I'm taking Introduction to Anthropology this semester. [specific course in programme]
- ✓ Leipzig offers a master's degree in anthropology. [description of degree]
- ✓ The anthropology master's focuses heavily on research. [description of degree]
- ✓ I'm studying anthropology and sociology at Leipzig University. [subject areas]
- ✗ Leipzig offers a Master's Degree in Anthropology. [description of degree]
- ✗ Literary Writing, Sociology, American Studies [subject areas]

### The terms bachelor's and master's (BA/BS and MA/MS)

When using the words *bachelor's* and *master's*, lowercase them and end with 's. When referring to the academic degree, such as Master of Science, use capital letters and omit the 's. Note that the apostrophe is formatted (see Typography for more information).

- ✓ Newly enrolled bachelor's students.
- ✓ Our bachelor's programmes lead to a Bachelor of Arts (BA) or Bachelor of Science (BSc).

### Terms for doctoral studies

For doctoral studies, please use the terms *doctoral students* or *doctoral researchers*. The former emphasises that the person is enrolled in a doctoral programme while the latter places the emphasis on their role as a researcher. In addition, use *doctoral thesis* or *doctoral dissertation* to refer to the substantial piece of independent research that is required of all those who are pursuing a doctorate. The term *PhD thesis* is *not recommended* as it is ambiguous in the international context. In addition, the term *doctoral studies* can be used to refer to the level of education and *doctoral programme* to the programme the student/researcher is enrolled in. And finally, the term *doctorate* is preferred over *PhD* as the latter term is again ambiguous in the international context.

- ✓ We have 30 new doctoral students at the university this year.
- ✓ The doctoral researchers are investigating ways to reverse the effects of ageing.



✓ I need to submit my doctoral thesis by the end of September.

✓ I need to submit my doctoral dissertation by the end of September.

✗ I need to submit my PhD thesis by the end of September.

✓ I am enrolled on a doctoral programme until 2027.

✓ I plan to finish my doctorate in 2027.

✗ I plan to finish my PhD in 2027.

## Citation style

### APA Style

Please use APA Style for both in-text citations and the reference list. You can find extensive guidelines both online and in the 7th edition of the *APA Publication Manual*. You can also use a citation generator to have your entries for the reference list generated automatically.

## Dates

### Date format

To avoid confusion, use the following date format where possible. Do not use ordinal numbers like *1<sup>st</sup>*, *2<sup>nd</sup>*, or *5<sup>th</sup>*. Even though you read the numbers as ordinal numbers, they should be written without the addition of *-st*, *-nd* or *-th*. The only exception to this is if only the number is included. Then it is correct to write *the 2nd* (not superscripted).

✓ 2 August 2023

✓ 2 August

✓ the 2nd

✗ 2<sup>nd</sup> August 2013

✗ August 2<sup>nd</sup> 2023

✗ 02/08/23

✗ 8/2/23

### Abbreviating months

If space is limited, for example in a table, it is possible to abbreviate the months.

✓ Jan.	✓ July
✓ Feb.	✓ Aug.
✓ Mar.	✓ Sept.
✓ Apr.	✓ Oct.
✓ May	✓ Nov.
✓ June	✓ Dec.

## Exceptions

If neither of these is possible, use the format (D)D/(M)M/YYYY.

✓ 2/8/2023

✗ 02/08/2023

## Days with dates

If a date is written in the middle of a sentence, place a comma after the year. And if the day of the week comes before the date, place a comma after the day.

✓ The seminar will be held on Tuesday, 2 August 2023, and will take place in the cafeteria.

✗ The seminar will be held on Tuesday 2 August, 2023 and will take place in the cafeteria.

## Numbers

### Cardinal numbers

- In continuous text, spell out the numbers *one* to *ten* and use figures for anything higher. For non-technical contexts, use commas in numbers of four digits or more. Exception: Always use figures and symbols for percentages and currency.

✓ The rectorate is elected for a period of five years.

✓ The Institute will apply for a three-year research grant.

✓ The University has 14 faculties.

✓ Vilnius University had 23,517 students in 2022.

✓ About 5% of the students completed the survey.

✓ It costs about €2 to get from the Braga city centre to the University of Minho campus.

- If a sentence starts with a number, always spell it out. The other option is to add an extra phrase at the beginning of the sentence.

✓ Seventeen people attended the event.

✓ In total, 17 people attended the event.

✗ 17 people attended the event.



- If an abbreviation or a symbol is used for the unit of measure, express the quantity using a figure.

✓ 50 km, 4 L, 85 g, 10°C, 200 V

✗ fifty km, four L, eighty-five g, ten°C, two hundred V

## Ordinal numbers

Spell out words for ordinal numbers up to and including *tenth* in running text. And spell out centuries as well. Use figures and *-st*, *-nd*, *-rd* or *-th* for larger ordinal numbers.

✓ Students spend the fifth semester of the programme abroad.

✗ Students spend the 5<sup>th</sup> semester of the programme abroad.

✓ Leipzig University was founded in the fifteenth century.

✗ Leipzig University was founded in the 15<sup>th</sup> century.

## Numerical ranges

Use the en dash (Windows: ALT + 0150) and no spaces for numerical ranges.

✓ 4–5 years, March–June 2026, pp. 130–170

✗ 4-5 years, March-June 2026, pp. 130-170 [hyphens]

✗ 4 - 5 years, March - June 2026, pp. 130 - 170 [hyphens and spaces]

✗ 4 – 5 years, March – June 2026, pp. 130 – 170 [en dashes and spaces]

## Telephone and fax numbers

Use the words *phone* and *fax* and begin numbers with the country code.

✓ Phone: +34 958 24 19 90

✓ Fax: +49 341 97-123

✗ Telephone: 958 24 19 90

✗ Telefax: 0341 97-123

## Punctuation

---

Use punctuation to guide your reader:

*“If the period is a stop sign, what kind of traffic flow is created by other marks? The comma is a speed bump; the semicolon is what a driver education teacher calls a ‘rolling stop’; the parenthetical expression is a detour; the colon is a flashing yellow light that announces something important up ahead; the dash is a tree branch in the road.”*

From *Writing Tools: 50 Essential Strategies for Every Writer* by Roy Peter Clark

### Full stops

- Use a full stop at the end of the sentence when you have just made an important point or provided the reader with new information. The white space after the full stop (especially at the end of a paragraph) encourages the reader to take a break and think about what they just read. If you would like more information on old-to-new information flow, see the section on clear writing.
- No full stops are used when academic degrees are abbreviated. See the Abbreviations section.

### Commas

- Many people think that commas are the most difficult punctuation sign, but here is a trick that will make them much easier than you think. **There are only four types of commas: tags, introducers, inserters and coordinators**, and you can remember these four types using the acronym **TIIC** (Tags, Introducers, Inserters, Coordinators). Before you place a comma, simply identify which of these four types of commas it is, and if it isn't one of these four types, then in 99% of the cases you don't need a comma. Here are examples of the four types of commas:

#### #1 Tags:

I do yoga for an hour every day, for example. [before phrase at end]

The statistics are significant, showing us the relevance of the results. [before phrase at end]

#### #2 Introducers:

However, I think we'll have time. [after single word at beginning]

In a few days, I think I'll have time. [after phrase at beginning]

If I have time, I'll get a coffee. [after dependent clause at beginning]

#### #3 Inserters:

Seattle, which is home to Starbucks, is a beautiful city. [extra info, extra commas]

#### #4 Coordinators:

I'm going to get a coffee, but I'll still have time to stop by the store. [before coordinating conjunctions: *for, and, nor, but, or, yet, so*]

### More examples of introducers

- Use a comma after introductory phrases. These can be a **single word**, a **phrase** or a **dependent clause at the beginning of the sentence**. This helps the reader to immediately see where the main part of your sentence begins.

✓ Furthermore, the Arqus Alliance offers students numerous opportunities to study abroad. [after single word]

✓ In a few years, the Arqus Alliance will offer a European Degree. [after phrase]

✓ If everything goes well with the approval process, the Arqus Alliance will offer a European Degree. [after dependent clause]

✗ Furthermore the Arqus Alliance offers students numerous opportunities to study abroad.

✗ In a few years the Arqus Alliance will offer a European Degree.

✗ If everything goes well with the approval process the Arqus Alliance will offer a European Degree.

### Serial commas

The serial comma is not usually used in British English unless it is required to avoid confusion. This means that in British English you do not usually insert the coordinator comma before the last thing in a list.

✓ Leipzig, Maynooth and Vilnius

✗ Leipzig, Maynooth, and Vilnius

### No commas after *e.g.* and *i.e.*

British English has a more open punctuation style. Do not add an extra comma after *e.g.* and *i.e.*

✓ The EU recommends that Europeans speak at least three languages (e.g. German, French and English).

✗ The EU recommends that Europeans speak at least three languages (e.g., German, French and English).

### No commas before the following items

Do not insert a comma before the words *because*, *since*, *as* or *so that* when they appear in the middle of the sentence. However, do set a comma before the word *so* in this position because *so* is a coordinating conjunction (i.e. a coordinator).

## No commas between two sentences

Do not insert a comma between two independent clauses (i.e. two complete sentences) as that would be a comma splice. Instead, use a different choice of punctuation such as a semicolon, a dash, a comma with a coordinator, or a full stop and a new sentence.

## Dashes to emphasise information

As a general rule, use dashes to emphasise information and parentheses to de-emphasise. Don't overuse dashes; they are only for especially "dashing" information. For British English, use en dashes (Windows: ALT + 0150) with spaces on both sides (not hyphens or em dashes).

✓ The University – founded in 1409 – celebrated its six hundredth anniversary in 2009.

✗ The University - founded in 1409 - celebrated its six hundredth anniversary in 2009. [hyphens]

✗ The University—founded in 1409—celebrated its six hundredth anniversary in 2009. [em dashes]

## Dashes for ranges of time and numbers

For ranges of time or numbers, use en dashes without spaces.

✓ 1–4 pm

✓ September–December 2023

✓ pages 25–50

✗ 1 – 4 pm

✗ September – December 2023

✗ pages 25 – 50

✗ 1-4 pm

✗ September-December 2023

✗ pages 25-50

## Semicolons

Use a semicolon between two independent clauses to show a case of "simultaneous connection and separation."

✓ The Arqus cities are all beautiful; they have amazing architecture and history.

## Colons

Use a colon to signal to the reader that something important like a list is coming up. You should be able to replace a colon with the word *namely*. However, colons are used less frequently in English than in many other languages. Replace most colons you would use in your native language with a semicolon, a dash, a comma with a coordinator, or a full stop and a new sentence.



## Quotation marks and apostrophes

- Use typographic (“curly”) double quotation marks (“ ”) and apostrophes ('). Microsoft Word AutoFormat usually takes care of this formatting, but in some situations, it is necessary to add these symbols manually, for example, by pasting them or using the corresponding keyboard shortcuts (Windows: ALT + 0147 and ALT + 0148 for curly quotation marks and ALT + 0146 for curly apostrophes). Make sure the marks are those used for English and not German, French, Spanish, or other languages.

✓ “ ... ”

✓ The student’s welfare

✗ " ... "

✗ The student's welfare

✗ „ ... ”

✗ « ... »

- When quoting, place the quotation marks around the entire quote, including the closing punctuation.

✓ Professor Smith said, “This is a sentence.”

✗ Professor Smith said, “This is a sentence”.

## When not to use quotation marks

- Quotation marks should not simply be used where they would be in texts written in other languages. In English, quotation marks generally convey that things are ironic and they should be avoided in most cases. You can simply capitalise to make text stand out and use italics to highlight that a term is being used as such.

✓ The Global Connections and Comparisons research profile area focuses on ...

✗ The “Global Connections and Comparisons” research profile area focuses on ...

✓ The term *plurilingualism* is used to describe ... [use italics for terms]

✗ The term “plurilingualism” is used to describe ...

## Hyphenation

- As stated in the first section of the style guide, British English uses more hyphenation than American English. But always check the dictionary. Hyphenation is tricky and spell-checkers and grammar checkers don't always catch it.

✓ non-academic, non-discriminatory, non-formal and socio-demographic

✗ nonacademic, nondiscriminatory, nonformal and sociodemographic

- Do not capitalise or use a hyphen in the word *email*.

✓ Send us an email.

✗ Send us an E-mail.

✗ Send us an E-Mail.

## Forward slashes

- Use the forward slash (/) to express alternatives. When you read the sentence, you should be able to replace the forward slash with the word *or* and it should make sense. Do not use spaces unless the alternatives consist of two or more words.

✓ You can start the programme in the winter/summer semester. [in winter **or** summer semester]

✓ You can start the programme in the winter and summer semester. [**in either semester**]

✗ You can start the programme in the winter / summer semester. [unnecessary spaces]

✓ Many airlines run connections to/from Leipzig. [to **or** from Leipzig]

✓ Many airlines run connections to and from Leipzig. [to **and** from Leipzig]

✗ Many airlines run connections to / from Leipzig. [unnecessary spaces]

✓ This applies to international applicants / those who do not hold an *Abitur*. [= **or**]

✓ This applies to international applicants and those who do not hold an *Abitur*. [= **and**]

✗ This applies to international applicants/those who do not hold an *Abitur*. [spaces missing]

## Symbols

### Units of currency

- Units of currency should appear before the number, without a space. This is different from some other languages such as German where the euro sign is placed after the number.

✓ €300

✗ 300 €

- Use a decimal point, not a comma, with euro amounts.

✓ The semester fee includes a contribution of €8.50 for the student body.

✗ The semester fee includes a contribution of €8,50 for the student body.

- Do not use a decimal point and zeros for full euro amounts.

✓ The semester fee for returning students is €220.

✗ The semester fee for returning students is €220.00.

### Ampersands

Do not use the ampersand symbol (&) unless absolutely necessary. Ampersands are generally reserved for company names and some advertising purposes.

✓ Data and socio-economic information was also collected.

✗ Data & socio-economic information was also collected.

### Unique characters

- Retain the *ß* character in German street names and do not abbreviate the word *Straße*.

✓ Goethestraße 6

✗ Goethestrasse 6

- If an address includes other unique characters of a language that is not English, maintain these as well.

✓ P. Vileišio g. 99

✗ P. Vileisio g. 99

## Terms

### Arqus European University Alliance

Please make sure that you are using the correct name of our alliance: *Arqus European University Alliance*. In some languages, like German, the word *Arqus* comes at the end: *Europäische Hochschulallianz Arqus*, but in English it comes at the beginning. You can also use the short form: the *Arqus Alliance*.

✓ **The Arqus European University Alliance** was formally established in Brussels on 27 November 2018.

✓ **The Arqus Alliance** was formally established in Brussels on 27 November 2018.

✗ **The European University Alliance Arqus** was formally established in Brussels on 27 November 2018.

### Terms for academic staff

For the university context, it is usually best to use the terms *lecturers* or *teaching staff*. Depending on the context, *research staff* or *academic staff* can also be used. When referring to individuals who have achieved the highest academic rank (e.g. *catedrático/a* or *Prof. Dr.*), the term *professors* can be used. In addition, the term *instructors* can be used for *language instructors* or *sport instructors*. However, the term *teachers* is generally reserved for the primary and secondary school contexts.

### Terms related to degree programmes

For the terms *bachelor's* and *master's* as well as terms related to doctoral studies, please see the section on degree programmes, courses and subject areas.

### Names of organisations and companies

It is best to check and see how an organisation or company translates its name on its own website. Change the language to English to see if they already have an official translation. If they do, use this official translation. Or if they retain the German, Spanish or other language in English texts, then follow suit. If the original language is unclear, you can provide a direct translation in parentheses after the first mention. If there is an abbreviation, include this in the parentheses and use for subsequent mentions.

✓ Leipzig University [official name on website]

✗ the University of Leipzig

✓ Freie Universität Berlin [retains German name on English website]

✗ the Free University of Berlin

Please note that the majority of universities have official English names. There are only very few that choose to retain their original name for the English context.

- ✓ Gebäudemanagement Hamburg (property management company in Hamburg, GMH) [no English website – use this for first mention]
- ✓ The GMH inspected all of the buildings on campus. [use abbreviation for subsequent mentions]

The important point here is that the reader should be able to find the organisation or company online by searching either for the official translation or the name in the original language.

## Laws

- When referring to a law that has an official translation, capitalise its name and follow this with the standard abbreviation used in the original language in parentheses. If the term appears again in the same text, use the abbreviation only.

✓ General Act on Equal Treatment (AGG)

- If there is no official translation available, lowercase your translation and follow with the name of the law in the original language and the standard abbreviation in parentheses. If the term appears again in the same text, use the abbreviation only.

✓ Saxon freedom of higher education act (Sächsisches Hochschulfreiheitsgesetz, SächsHSFG)

The important point here is that the reader should be able to find the law online by searching either for the official translation or the name of the law in the original language.

- Use the following format for references to specific clauses.

✓ Section 28 subsection 1 no. 3 sentence 5 of the Hamburg higher education act (Hamburgisches Hochschulgesetz, HmbHG) [first mention]

✓ Section 28 subsection 1 no. 3 sentence 5 HmbHG [subsequent mention]

## Unofficial translations

- Use lower case for unofficial translations of agreements, regulations, brochures, flyers and the like where there is no English version, followed by the original language in italics in parentheses. The main thing is that the reader should be able to easily find the document.

✓ service agreement on further training (*Dienstvereinbarung Fortbildung*)

## Times

This section includes information about both the 12-hour and 24-hour clock formats. The Arqus Communications team uses the 24-hour clock format and if you are sending them news items it would be best to already use this format. However, if your university prefers the 12-hour clock and you are publishing information about Arqus locally, feel free to use this format. The main thing is to be consistent.

It is very important to always specify the time zone since many activities are organised by Maynooth, Minho and Vilnius and the time zone there differs from the other countries where Arqus Universities are located. A common error is to write CET when we are in summertime. Remember to use the correct time code: Central European Time (CET) for the winter period and Central European Summer Time (CEST) for the summer period. The same would apply for Portugal and Ireland: Western European (Summer) Time (WET/WEST) and Lithuania: Eastern European (Summer) Time (EET/EEST).

### 12-hour clock

Use the twelve-hour clock (with *am* and *pm*), with a colon between the hours and minutes and a space after the minutes. Do not use leading zeroes (*09:00*) or include *:00* for full hours. Please also include the time zone after the time. Be careful not to combine this format with the 24-hour clock.

✓ The building opens at 9 am (CET).

✗ 13.45pm

✓ The seminar starts at 11:15 am and ends at 12:45 pm (CET).

✗ 04:00 pm

✓ 9 am–1 pm (CET)

✗ 4:00 pm

✓ 1–4 pm (CET)

### Noon and midnight

*12:00 am* means midnight. *12:00 pm* means midday. As this can be confusing, write *12 noon* for midday.



## 24-hour clock

Use the 24-hour clock with a colon between the hours and minutes and a space after the minutes. The 24-hour clock always uses four digits, so for any time before 10:00 a zero is placed at the beginning. For ranges of time, use the en dash without spaces (ALT + 0150). Please also include the time zone after the time. Be careful not to combine this format with the 12-hour clock.

✓ The seminar starts at 13:00 CET.

✓ The seminar starts at 08:15 and ends at 09:45 CET.

✓ 13:00–16:45 CET

✗ The seminar starts at 13:00. [lack of time zone]

✗ The seminar starts at 8:15 and ends at 9:45 CET. [lack of preceding zeros]

✗ 13:00 - 16:45 CET [extra spaces and hyphen instead of en dash]

✗ 14:00 pm [combining 24-hour clock with *am* or *pm*]

## Typography

### Italics

- Use italic type for most foreign words, including non-standard Latin terms.

✓ International undergraduate applicants generally require qualifications equivalent to the German *Abitur*.

✓ In Germany, the *Länder* are usually responsible for regional educational policy.

✓ Many international applicants first attend a *Studienkolleg*.

- However, many common foreign and Latin terms used in English do not need to be set in italics. These can generally be found in an English dictionary.

✓ *in vitro* fertilisation, *quid pro quo*, *schadenfreude*

- Italics are also used for the titles of stand-alone works such as books, journals, newspapers, periodicals, films, TV shows and musicals.

✓ *Verbum* is an open access journal that has been published by the Institute of Foreign Languages at Vilnius University since 2010.

- Use italics to highlight that a term is being used as a term. Do not use quotation marks here as these are used to convey irony.

✓ The term *plurilingualism* is used to describe ... [use italics for terms]

✗ The term "plurilingualism" is used to describe ...



# Resources

**American Psychological Association. (2020).**

*Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

**Clark, R. (2008).** *Writing tools: 55 essential strategies for every writer*. Little, Brown.

**Clark, R. (2010).**

*Glamour of grammar: A guide to the magic and mystery of practical English*. Little, Brown.

**Einsohn, A., & Schwartz, M. (2019).**

*The copyeditor's handbook: a guide for book publishing and corporate communications* (3rd ed.). University Of California Press .

**Gallagher, J., Hannay, M., Mackenzie., & Siepman, D. (2008).**

*Writing in English: A guide for advanced learners*. Narr Francke Attempto Verlag.

**Oxford University Press. (2016).**

*New Oxford style manual* (3rd ed.). Oxford University Press.

**Hewitt, A., & Montero-Martínez, S. (2021).**

*UGR English style guide for drafting and translating institutional texts*. Universidad de Granada. Retrieved 11 June 2024, from [ugrterm.ugr.es/wp-content/uploads/2021/05/UGR-English-Style-Guide-v2.pdf](http://ugrterm.ugr.es/wp-content/uploads/2021/05/UGR-English-Style-Guide-v2.pdf)

**Hogue, A., & Hoshima, A. (2006).**

*Writing academic English* (4th revised ed.). Pearson Longman.

**König, E., & Gast, V. (2007).**

*Understanding English-German contrasts*. Erich Schmidt Verlag.

**The University of Chicago Press Editorial Staff. (2017).**

*The Chicago manual of style*. (17th ed.). University of Chicago Press.

**Swales, J., & Feak, C. (2012).**

*Academic writing for graduate students*. (3rd ed.). The University of Michigan Press.

**Sword, H. (2012).** *Stylish academic writing*. Harvard University Press.